STANDARD 5: SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

Dr. Isaksen (top) and Dr. Fowkes (bottom) recipients of the University’s top teaching and research awards respectively. Shown with President Qubein (l) and Provost Carroll (R)
STANDARD 5: SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

Highlights

- The Nido R. Qubein School of Communication has active faculty that conducts peer-reviewed and professional research and produces national quality media.
- The unit has an active sabbatical program, which has benefited two School faculty to date.
- The unit also provides robust annual funding for professional development—currently at $2,000 per year per faculty member.
STANDARD 5—SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

1. Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.

Faculty at High Point University are expected to develop robust academic and/or creative work agendas. As noted in the faculty handbook:

*Effective faculty members are actively engaged with their academic fields as scholars and as confident exponents and interpreters of their disciplines. They are so engaged because of their abiding interest in and passion for the practice of the discipline (...). Faculty scholarship can help shape the academic environment at the University. Faculty scholarship creates an intellectual atmosphere at the University that sets before faculty members and students alike a model for a community that can inspire and motivate students and faculty to higher levels of personal achievement. Faculty scholarship brings recognition not just to the person but also to the community that has formed itself to support such activity. An inspiring intellectual atmosphere, significant ability to mentor students and colleagues in collaborative projects, and recognition to the University are important benefits of a vibrant scholarly culture.*

Scholarship—which includes creative work as well as peer-reviewed academic endeavors—is typically expected to account for roughly 33% of each tenured or tenure-track faculty member’s workload. (Exceptions are made for special appointments.)

The Nido R. Qubein School of Communication (NQSC/School) has developed policies that privilege the pursuit of academic inquiry and creative expression.
Faculty meet expectations of scholarship through peer-reviewed journal articles, academic or trade book projects, research presentations to regional and national conferences, and showings of and awards for creative works at regional and national festivals, among other activities. Tenure-track faculty who do not have an active research/production agenda will not meet the expectations for professional activity and are not supported by the School for merit pay increases, tenure, or promotion. Standards for satisfying the annual expectations of scholarship are published in the *Nido R. Qubein School of Communication Faculty Handbook*. Relevant sections of that publication is reprinted as [pages 5-5 and 5-6](#) below.
## PROFESSIONAL ACTIVITY

<table>
<thead>
<tr>
<th>PROFESSIONAL ACTIVITY PERFORMANCE FACTOR</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does not meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship/Public Performances/Exhibits/Research</td>
<td>Examples: Published book by academic press or distinguished trade press publisher; scholarship published by reputable peer-reviewed national/international or regional publications of national academic organizations; successful submission of videos, audio recordings, games/interactive projects in refereed national or international festivals; audio/video work presented in broadcast or cable outlets with regional reach; release of work on Internet is acceptable if it a peer-reviewed site; strategic research campaigns related to broad scale product or institutional roll-out; prestigious research grants are secured; significant grants related to production or lab equipment are secured; performances and exhibitions are at institutions with national reputations; performances are reviewed in national outlets; presentations to national audiences such as keynote addresses; students are included in research or production activities to an</td>
<td>Examples: Presentations to regional and/or national audiences; publications in trade press; book contract secured; performances/exhibitions receive local or regional acclaim; has work in progress with potential for publication or presentation; includes students in research or production activity as appropriate to the field; keeps current with recent developments in an academic and professional discipline in order to present materials to students effectively (requires effective documentation); attends relevant professional workshops and seminars that provide visibility to department in related national communities; incorporates new scholarship into existing courses; peer reviewer for national journals; paid consultant in relevant discipline; regularly manages or maintains a discipline blog or other Web-based project. Documentation required for all works in progress.</td>
<td>Examples: Does not publish, exhibit, or present work at appropriate professional outlets; work in progress is unlikely to lead to completion; does not have an active research production or development program.</td>
</tr>
</tbody>
</table>
extraordinary degree; acts as a community leader in area of professional expertise; provides substantial service to the community in ways that require professional skills.

[Note: University tenure and promotion rules have been modified and were approved by the university faculty in September 2015. The School of Communication’s Personnel Committee is currently preparing a draft that adapts the School’s policies to the new university rules.]

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

The section below includes work produced by individuals while they were employed by the NQSC. For faculty members whose employment began after 2009 and faculty who have left High Point University since 2009, this report only includes those works produced during their time of employment at HPU.

Only tenured and tenure-track professors, associate professors, and assistant professors are typically expected to conduct research and/or produce juried creative works. Instructors, professors of the practice of communication, and the artist-in-residence are under no contractual obligations to conduct research or produce creative works, yet many are productive scholars/producers, and their work is also included below.

Professors:
Kate Fowkes (pre-NQSC hire)
Judy Isaksen (pre-NQSC hire)
Wilfred Tremblay (2007; dean, full-time administration)
Associate Professors:
Shannon Campbell (hired 2014)
Nahed Eltantawy (hired 2008)
Stefan Hall (hired 2012)
John Luecke (hired 2008; retired 2013)
Jenny Lukow (pre-NQSC hire)
Patrick McConnell (hired 2015)
Virginia McDermott (hired 2010; Assoc. Dean, half-time administration)
Jim Y. Trammell (hired 2008)

Assistant Professors, tenure-track:
Vern Biaett (hired 2014)
James Goodman (hired 2009)
Sojung Kim (hired 2012)
Brad Lambert (hired 2009)
Brandon Lenoir (hired 2015)
Dean Smith (hired 2013)
Sean Stewart (hired 2014)
Gerald Voorhees (left HPU 2011)
Julie Wiest (hired 2010; left HPU 2013)
Yan Yang (hired 2010)

Assistant Professors of the Practice of Communication:
Linda Gretton (hired 2011)
Bobby Hayes (pre-NQSC hire)
Charisse McGhee-Lazarou (hired 2011)
David Radanovich (hired full-time, 2015)
Phil Watson (hired 2010)

Instructors:
Kristina Bell (hired 2010)
Carol Davis (hired 2011; left HPU 2013)
Brian Heagney (hired 2013)
Robert Powell (hired 2012)

Artist-in-Residence:
Joe Michaels (hired 2015)
The NQSC privileges scholarly pursuits—including creative works—as evidenced in the grid below. Despite scholarship typically accounting for one-third of an individual tenure-track/tenured faculty member’s work load, the School has generated an average of 45 journal articles, academic presentations, awards and other evidence of scholarship and creative activities each year since 2009. Further, faculty who are not required to produce scholarship (e.g. instructors, assistant professors of the practice of communication) also produce scholarly and creative works, testifying to the School’s culture and commitment to professional growth and activities.

Our overall productivity snapshot since fall 2009:

<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>Total from unit</th>
<th>Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Professors (3)</td>
<td>Associate Professors (7 total, 6 current)</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Grants Received External</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-authored</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-authored</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Books Edited</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Chapters</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Monographs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articles in Refereed Journals</td>
<td>26*</td>
<td>2</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>110*</td>
<td>18</td>
</tr>
<tr>
<td>Invited Academic Papers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Articles in Non-Refereed Pubs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Non-Juried Creative Works</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Other (invited panels, competitive fellowships, news stories, op-eds, etc.)</td>
<td>77</td>
<td>6</td>
</tr>
</tbody>
</table>

*Faculty members collaborated on one journal article and one conference paper, thus the differences between the individual and unit totals
4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. (Professional service activities will be reported in Standard 8.)

**KRISTINA BELL** (Hired full-time in 2009)
Instructor of Communication


VERN BIAETT (2014)
Assistant Professor of Event Management


Biaett, V. (2014, September). Utilizing PX (participant experience) theory to maximize the social and economic impact of festivals and events. Presented at the 59th Annual International Festival & Event Association (IFEA) Convention, Kansas City, MO.

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Biaett, V. (August, 2014). Arizona Parks and Recreation Association (APRA) established the Dr. Vern Biaett Outstanding Student Award, the association’s first award named for an individual, in recognition of 42 years of service to the organization and profession.


**SHANNON CAMPBELL (2014)**
Associate Professor of Communication


CAROL DAVIS (2011; left HPU in 2013)
Instructor of Communication

Davis, C. (2012) Co-Principal Investigator for HPU Democracy USA Project, an interdisciplinary and experiential learning exercise that extends education from the classroom into the community in the formation of critical thinking, civic-minded students. HPU Democracy USA was awarded $50,000 Think BIG! Grant from High Point University.


NAHED ELTANTAWY (2008)
Associate Professor of Communication


Eltantawy, N. (2014, November). Egypt’s Jon Stewart moves from YouTube to the Television Screen: Humorous political satire or serious culture jamming? Presented at the 100th annual convention of the National Communication Association (NCA), Chicago.

Eltantawy, N. (2014, July). Arab women, media and political uprisings. Featured and sponsored speaker for the panel presentation presented at the International Association for Media & Communication Research annual conference in Hyderabad, India.


Eltantawy, N. (2013, November). *Sexual harassment: Egyptian women wage war via social media connections*. Presented at the 99th annual convention of the National Communication Association (NCA), Washington, DC.


Eltantawy, N. (2011, November). *The Arab Spring & Western media portrayals of women.* Presented at the 32nd National Women's Studies Association Conference, Atlanta, GA.


**KATE FOWKES (1993)**

**Professor of Communication**


**Fowkes, K. A.** (2011, August). *From Beetlejuice to Big Fish: Tim Burton’s trickster figures*. Paper presented at the University Film and Video Conference, Boston, MA.
Fowkes, K. A. (2011, May). Recipient of the Ruth Ridenhour Scholarly and Professional Achievement Award from High Point University—awarded yearly to one faculty.


Fowkes, K.A. (2011, March) Panel Chair, “Updating the Classics,” Panel Chair at The International Conference on the Fantastic in the Arts, Orlando, FL.


JAMES GOODMAN (2009)
Assistant Professor of Communication

Goodman, J. (2014, August). “Dog Tax” Short Film Showing (Directed by Laszlo Santha, NYU)—Oral respondent. Presented at the UFVA (University Film and Video Association) 68th University Film and Video Conference, Bozeman, Montana.

**Goodman, J.** (2014). Competition Film Showing: “The Ghosts We Know” (2013), Written, Produced and Directed by Jim Goodman. Presented at UFVA (University Film and Video Association) 68th University Film and Video Conference, Bozeman, Montana.


**Goodman, J., & Simpson, E.** (2012). *Connected* [Screenplay]. Broadcast Education Association (BEA) Festival of Media Arts Faculty Screenwriting Competition, Las Vegas, NV [Winner - Best of Competition Award, Short Subject Category, and Best of Festival King Foundation Award.]

**Goodman, J., & Simpson, E.** (2012). Best of Festival King Foundation Award for *Connected*. Award presented at the Broadcast Education Association (BEA) Festival of Media Arts Faculty Screenwriting Competition, Las Vegas, NV.


**Goodman, J.** (2011, April). *Class exercises in visual storytelling: High definition visuals not high density words.* Panel presented at the Broadcast Educator’s Association Convention, Las Vegas, NV.

**Goodman, J.** (2011, April). *The story you write, the story you shoot, the story you edit: Lessons learned from a university-based feature film production.* Panel presented at the Broadcast Educator’s Association Convention, Las Vegas, NV.
LINDA GRETTON (2011)
Assistant Professor of the Practice of Communication

Gretton, L. B. (2010, October). *It's a hoax! Detecting Internet falsehoods through discourse analysis.* Association for Business Communication, 75th Annual Conference, Chicago IL.


STEFAN HALL (2012)
Associate Professor of Communication


**BOBBY HAYES (1998)**

*Assistant Professor of the Practice of Communication*


BRIAN HEAGNEY (2013)
Instructor of Communication

Heagney, B. (2014). Silvershein/Gutenstein Family Faculty Development Grant ($2,000), High Point University.

JUDY ISAKSEN (2004)
Professor of Communication


Isaksen, J. (2014, May). Recipient of the Meredith Clark Slane Distinguished Teaching-Service Award from High Point University—awarded yearly to one faculty member.


Isaksen, J. (2013). HPU Undergraduate Research and Creative Works: Mentored the undergraduate research of four students and took them to present their work at the National Popular Culture Association Conference, Washington DC, 2013. ($4,250)


SOJUNG KIM (2012)
Assistant Professor of Communication


Kim, S. (2014). Big Data Analysis and Management Workshop, University of Wisconsin, Madison, WI.

Kim, S. (2014). Silvershein/Gutenstein Family Faculty Development Grant ($2,000), High Point University.

Kim, S. (2013). National Institutes of Health Grant Proposals Workshop – Certificate of Completion on Writing and Designing NIH Proposals, North Carolina Research Campus, Kannapolis, NC.

Kim, S. (2012, October). *Mapping e-health intervention effects over time for cancer patients with depression.* CECCR II Fall 2012 Grantee Meeting, University of Wisconsin-Madison, Madison, WI. *Poster Presentation Award (3rd Place)*


Kim, S. C., Shah, D. V., Namkoong, K., McTavish, F. M., & Gustafson, D. H. (2013). Predictors of online health information seeking among women with breast cancer: The role of social support perception and emotional well-


**BRAD LAMBERT (2009)**  
Assistant Professor of Communication


Juried film festival screening:
DC Shorts Film Festival, Washington, DC, September 2015  
Charlotte Film Festival, Charlotte, NC, September 2015  
Gen Con Film Festival, Indianapolis, IN, August 2015  
We Like ‘Em Short Film Festival, Baker City, OR, August 2015  
University Film & Video Association (UFVA) Conference, Washington, DC, August 2015  
Blue Plum Animation Festival, Johnson City, TN, June 2015  
Misfit Film Festival, Fargo, ND, May 2015

**Lambert, B.** (2015). Silvershein/Gutenstein Family Faculty Development Grant ($2,000), High Point University.


Lambert, B. (2013, November 24). *Filmmakers panel*. Carrboro Film Festival, Carrboro, NC.


Lambert, B. (2013, July 18). *Writing for Non-Fiction Film*. Invited Presentation to UNC-Greensboro Young Writers Camp, Greensboro, NC.

Lambert, B. (2013, May 8). *Documentary filmmaking and higher education*. Invited Presentation to Dr. Mary Dalton’s graduate Documentary History class at Wake Forest University, Winston Salem, NC.


Lambert, B. (Producer/Director/Writer/Animator), (2013). *I Tell What I Have Seen* [Video]. Juried film festival screenings:

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Philadelphia Film & Animation Festival, Philadelphia, PA, September 2013
Flagstaff Mountain Film Festival, Flagstaff, AZ, September 2013
filmSPARK Shorts Showcase, SPARKcon Art & Design Festival, Raleigh, NC, September 2013
Carrboro Film Festival, Carrboro, NC, November 2013

Lambert, B. (2013). Digital Pedagogy Initiative Grant ($250), High Point University.

Juried exhibition: International Digital Media and Arts Association (iDMAa) iDEAS Exhibition, iDMAa Conference, Miami, FL.

Lambert, B. (2012, July 24). Writing for Non-Fiction Film. Invited Presentation to UNC-Greensboro Young Writers Camp, Greensboro, NC.

Lambert, B. (2012, April 30). Documentary Filmmaking and Higher Education. Invited Presentation to Dr. Mary Dalton’s graduate Documentary History class at Wake Forest University, Winston Salem, NC.


Screenings:
GreenHill Gallery, Greensboro, NC, September 2013
Mission Valley Cinemas, Raleigh, NC, February 2012
Ackland Art Museum Film Forum, Chapel Hill, NC, January 2012


**Lambert, B.** (2011, November 12). Filmmakers panel. Cucalorus Film Festival, Wilmington, NC.


**Lambert, B.** (2011, September 8). Filmmakers panel. DC Shorts Film Festival, Washington, DC.

**Lambert, B.** (2011, September 2). Filmmakers panel. Dragon*Con Independent Film Festival, Atlanta, GA.


BRANDON LENOIR (2015)
Assistant Professor of Communication

New hire. None at HPU

JOHN LUECKE (2008, retired 2013)
Associate Professor of Communication

None at HPU.

JENNY LUKOW (2006)
Associate Professor of Sport Management


PATRICK McCONNELL (2015)
Assistant Professor of Communication

New hire. None at HPU.
VIRGINIA McDERMOTT (2010)
Associate Professor of Communication


McDermott, V. (2013). *The Silvershein/Gutenstein Family Faculty Development Grant*. Funding underwrites the development of an undergraduate research methods service-learning course. ($2,000)


McDermott, V. M. (2011). *Principal Investigator for GPS: Go Place Safely. A teaching/research/service approach to promoting safe driving*. This project was awarded $25,000 Think BIG! Grant from High Point University.


CHARISSE MCGHEE-LAZAROU (2011)
Assistant Professor of the Practice of Communication
None at HPU.

JOE MICHAELS (2015)
Artist-in-Residence
New hire. None at HPU.

ROBERT POWELL (2012)
Instructor of Communication


DAVID RADANOVICH (hired full-time 2015)
Assistant Professor of the Practice of Communication
New Hire. None at HPU.
DEAN SMITH (2013)
Assistant Professor of Communication


SEAN STEWART (2014)
Assistant Professor of Communication


JIM Y. TRAMMELL (2008)
Associate Professor of Communication


Trammell, J. Y. (2013, October). “*Jesus Calling*: Notes toward a theoretical framework for exploring the Christian media industry.” Paper presented at the Popular Culture Association in the South and the American Culture Association in the South Annual Conference, Savannah, GA.


WILFRED TREMBLAY (2007)
Professor of Communication
100% administrative position. None at HPU.

GERALD VOORHEES (2008, left HPU 2011)
Assistant Professor of Communication


Voorhees, G. (2010). *I was, I am and I will be: Rhetorics of the self in Starcraft and Halo.* Paper presented at the annual meeting of the Popular Culture Association and American Culture Association, St. Louis, MO.


PHIL WATSON (2010)
Assistant Professor of the Practice of Communication

JULIE WIEST (2010; left HPU 2013)
Assistant Professor of Communication/Sociology


YAN YANG (2010)
Assistant Professor of Communication


Yang, Y. (2013). *Teaching media management in a variety of courses.* Organizer and panelist on Teaching Panel: Diversity in curriculum, sponsored by the Media Management and Economics Division. Presented at the annual AEJMC national conference in Washington, DC.
Yang, Y. (2012). *Teaching media management in contemporary times & best practice: Case studies. The history of teaching media management.* Panel presentation at the annual meeting of the AEJMC, Chicago, IL.


5. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc.

Faculty members may apply for sabbaticals for one semester at full pay or two consecutive semesters at half pay, as specified in Section 8.3 of the High Point
University Faculty Handbook. The Committee on Professional Growth, which includes the dean of the school or college, evaluates proposals and makes recommendations to the president, who may submit a recommendation to the Board of Trustees for approval. Eligible expenses include a half-year salary, travel, books and supplies, research materials, and so forth.

Faculty members who are pursuing a doctorate may apply for a year-long, full-salary doctoral leave of absence, as specified in Section 8.6 of the High Point University Faculty Handbook. The request for a doctoral study leave is reviewed by the provost and the Professional Growth Committee, and approved or rejected by the president.

A tenured faculty member who “is no longer carrying out the responsibilities for which he/she is appointed may be placed on an involuntary leave of absence for up to six months, as specified in Section 5.2 of the High Point University Faculty Handbook. These leaves may be granted as a result of a medical issue—including physical and mental health concerns—or “when it is found that there is a strong risk that a faculty member’s continued assignment of regular duties or presence on campus will cause immediate or serious harm to the University community.”

6. List faculty who have taken sabbaticals or leaves during the past six years.

Three faculty have taken leaves since 2009.

Kate Fowkes was awarded a sabbatical in fall 2012 to research and write a scholarly book. Dr. Fowkes also took a medical leave of absence in fall 2013.

Nahed Eltantawy was awarded a professional development leave congruent with her Fulbright Scholar award in spring 2012. Dr. Eltantawy intended to teach and research in the United Arab Emirates, but last-minute visa problems prevented her from travel. Since she was not scheduled to teach classes that semester, the School granted Dr. Eltantawy a professional development leave at full salary for one semester.

Lastly, Judy Isaksen has been granted a sabbatical for spring 2016.
7. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

Every faculty member at High Point University is allotted funds for professional development. These funds come out of the university’s general budget but are allocated through the individual schools. Faculty use these funds to attend conferences and conventions, present academic papers and creative works, attend film festivals and other media events related to their fields, buy computer equipment and other technology for classroom and personal use, and purchase other materials related to their teaching and research. Currently, each full-time tenured and tenure-track faculty member receives up to $2,000 a year; non-tenure-track faculty receive up to $1,000. These funds are authorized by the candidate’s chair and the dean. Often there is additional funding available in the professional development account at the end of each fiscal year, and the dean has disbursed this money to help faculty defray previously uncovered expenses.

The university also allocates $100,000 in grants for the Think BIG! awards program. These competitive grants fund exceptional faculty projects designed to enhance the student learning experience and enrich the life of the broader academic community through innovative and academically rigorous initiatives.

Additionally, the university’s Office of Service Learning offers development grants to fund community-based service-oriented projects that expand student horizons and allow students to apply their education toward real-world experiences. The $2,000 grants underwrite the cost of preparing the new course and compensate the faculty member for participating in three professional development workshops.

The NQSC also provides money for faculty to participate in other endeavors on a case-by-case basis. For example, the School funds faculty who undertake the Poynter Institute’s News University Adjunct Certificate program, an online course of study aimed at improving the teaching of adjunct faculty members.
8. List faculty who have taken advantage of those programs during the past six years.

Nearly all NQSC faculty take advantage of allotted university professional development funds. For most faculty these funds are the primary source for travel, conference registration, and other academic-related costs. The publications and presentations that benefitted from these funds are numerous, as covered in item 4 above.

In addition to these funds, our School’s faculty have received several of the university’s competitive grants listed below.

**Think BIG! Awards**

2012: Carol Davis, for the HPU Democracy USA Project; $50,000.

2011: Virginia McDermott, for GPS: Go Places Safely – A Teaching/Research/Service Approach to Promoting Safe Driving; $25,000.

**Service Learning Grants**

2014: Brian Heagney, to integrate service learning into COM 2252—Character and User-Interface Design. Students worked with local elementary-age students to help them develop characters and storylines of their own: $2,000.

2014: Sojung Kim, to integrate service learning into COM 3335—Strategic Message Development in Health Communication. Students worked with a local health-related nonprofit organization to develop a campaign revolving around the group’s core issue: $2,000.

2012: Virginia McDermott, to integrate service learning into COM 3385—Applied Research Methods. The class combined classroom learning with hands-on experience using surveys, interviews and focus groups at the service of real clients: $2,000.

2011: John Luecke, to integrate service learning into the COM 4415 course, the capstone course for strategic communication majors; $2000.